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ABSTRACT

This report is designed to help the state, local school systems, and schools plan, implement, and assess parent/community involvement programs to promote greater student success. Following an introduction and an executive summary highlighting the state team's findings, section 1 discusses research on the relationship of parent involvement to student achievement. Findings indicate that, when parents are involved with schools in positive ways, students' academic skills, attendance, behavior, and attitudes improve. Section 2 outlines a proposed state policy that includes local actions to promote greater parent involvement. The third section presents the five main types of family/community involvement, strategies for involving "hard-to-reach" parents, and techniques for effective communications between the home and school. One table is included. Appendices contain a parent/community process model for improving student achievement, training guidelines for teachers and administrators, information on advisory groups, a paper describing successful models and practices for parent/community involvement, and a selected resource list. Exhibits include sample questionnaires. (Contains 51 references.) (LMI)

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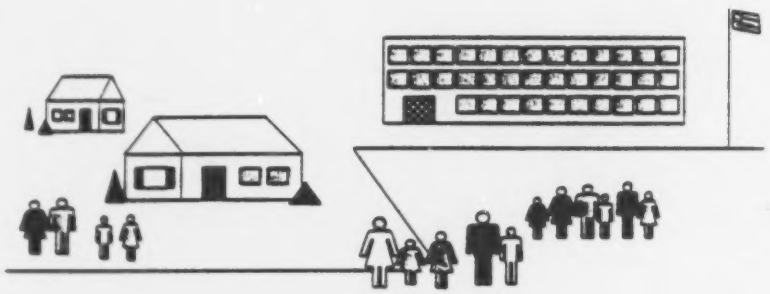

A Report of the
Maryland School Performance Program
State Parent / Community Involvement Team

Maryland State Department of Education
November 1990

EA 024593

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MARYLAND SCHOOL PERFORMANCE PROGRAM
PARENT/COMMUNITY INVOLVEMENT

INTRODUCTION

In 1987 the Governor appointed a Commission on School Performance to investigate the performance of our schools and make recommendations for school improvement. As a result of the Commission's report, the State Board of Education passed a resolution to establish the Maryland School Performance Program (MSPP) to lead the State toward re-vitalizing its educational system. Among the elements included in the MSPP action plan to promote school improvement are parent and community involvement and participation.

Emphasis on parent involvement comes at a time when schools are under serious criticism for failing to educate students, and the traditional two-parent family, where one parent works and the other cares for the children, is disappearing in all social classes. The connection between many low-income minority parents and the schools is a fragile one. Efforts are needed to strengthen that connection and to decrease parents' alienation. Commonly accepted practices are not necessarily the best way to involve today's parents. Schools must employ innovative, less traditional approaches to involve "hard-to-reach" parents.

Schools and the communities gain when they support one another's aims. Communities offer a wide variety of resources that schools can use to improve curriculum, instruction, and management. Such resources include consultation and other services from business and industry, foundations, neighborhood groups, employment services, the judicial system, and medical, labor and civic organizations; libraries and cultural institutions; volunteer assistance from professionals and retired persons; and professional development from colleges and universities. Such resources exist in every community regardless of location, wealth or size; they must be connected to the specific learning outcomes expected of students and schools. In addition, schools can help students and their families resolve debilitating health, housing, and economic problems by working cooperatively with local human services agencies. At the same time, schools offer facilities and resources for adult education, recreation, and other community services.

Schools must acknowledge the important role of parents in the education of their children. At the same time, schools must assert their own primary responsibility to successfully educate <u>all</u> children -- even those whose home life is divergent or chaotic and whose parents do not yet participate in their education either at home or at school. We see parent/community involvement as a vast -- often untapped -- resource for schools that can be beneficial in helping them to meet their obligation to educate all students.

This report, developed by the MSPP Parent/Community Involvement State Team, is designed to assist the State, local school system, and schools in planning, implementing, and assessing parent/community involvement programs to help ensure that each student achieves at or beyond the State standards for student performance. Parent/community involvement is a process, not a program of activities. It requires changing attitudes and behavior. This report is based on the premise that effective parent/community involvement is reasonably well planned, comprehensive, and long-lasting. The primary objective of this effort to increase parent/community involvement in our schools is to promote greater student success in all curricular areas by making schools, parents, and the community more productive as partners in our children's education.

EXECUTIVE SUMMARY

Parent involvement in education ranks high among the components of effective schools. Parent groups, teachers, school administrators, educators, and the State Superintendent of Schools all list parent involvement as a key element in making schools more effective and increasing student success. In a 1981 National Education Association nationwide poll, over 90 percent of teachers at all grade levels wanted more home-school interaction. Each group is saying that schools cannot educate children alone and need the support, if not the active collaboration, of parents.

Community groups, churches, businesses, social and health agencies, and other organizations are valuable resources for schools and families. Schools should seek ways to establish linkages with these community resources to support the school's efforts to ensure that each student achieves the desired learning outcomes.

Recognizing the key role of parents and community in promoting student success, the Maryland State Department of Education has included parent/community involvement as one of ten elements in the operation of the Maryland School Performance Program (MSPP). The drive to revitalize our education system through the MSPP requires that we examine existing efforts and, where necessary, create new options for engaging parents and the community in guiding each student toward the standard of excellence in school performance.

This report provides information, programs, and practices to assist the State, local school systems, and schools to strengthen schools' performance and increase students' achievement through effective parent/community involvement. Section one discusses some of the research and studies on the relationship of parent involvement to student achievement. The research cited indicates that, when parents are involved with schools in positive ways, children's academic skills increase, attendance and behavior improve, and attitudes toward education are more confident.

Section two outlines a proposed state policy that includes action to be taken at the state and local levels to promote greater parent/community involvement in education.

Section three presents the five main types of family-community involvement; strategies for getting "hard-to-reach" parents more involved in the education of their children; and techniques for effective communications between the home and school.

The Appendix contains a process model that schools can use to develop a coherent plan for parent/community involvement. Also included is a model for training teachers and administrators to work with different types of families. In addition, the appendix contains information on advisory groups, successful models and practices for parent/community involvement, and selected resources.

This report is an important first step in helping school systems and schools to develop and implement a coherent plan for parent/community involvement. This report may increase awareness and spark greater interest in parent/community involvement, but it will not provide the momentum needed to develop and implement programs to improve parent/community participation and family-school connections at the school level. To generate and maintain the needed momentum will require active state-level leadership and support for three to five years.

To move us beyond the symbolic and verbal support for the importance of parent/community involvement, the team recommends that the State Department of Education --

1. Adopt, disseminate, and implement the Proposed State Policy on Parent/Community Involvement;

2. Provide full-time staff to implement the state policy and the recommendations in the report of the Bureau Parent Involvement Task Force;

3. Target funds to train cadres of local staff and parents in effective parent involvement practices; and

4. Provide funds for incentive grants to schools to implement parent involvement programs.

REVIEW OF RESEARCH ON THE RELATIONSHIP OF PARENT INVOLVEMENT TO STUDENT ACHIEVEMENT

A growing body of research suggests that, when parents are involved in their children's education, the children do better in school and the schools improve. Children whose parents are involved in their formal education have better grades, test scores, long-term academic achievement, attitudes, and behavior than those with disinterested mothers and fathers (Anne T. Henderson, 1988).

Many studies underscore the point that parent participation in education is very closely related to student achievement. James Cummins (1986) reports that students made greater gains in reading when their parents were asked to listen to the children read on a daily basis. The gain of these students exceeded those who received additional daily help at school from a reading specialist and far exceeded the gains of the control group students who received only regular classroom instruction. Other research projects found that community involvement correlated strongly with schoolwide achievement and that all forms of parent involvement helped student achievement.

The Home and School Institute concluded that parent tutoring brought substantial improvements to a wide variety of students (Dorothy Rich, 1985). The home environment, more familiar and less structured than the classroom, offers what Dorothy Rich calls "'teachable moments' that teachers can only dream about." Studies also find that, when parents create a positive learning environment at home, encourage positive attitudes toward education, and have high expectations for children's performance, student achievement is significantly improved (Henderson, 1987).

Joyce Epstein (1984) presents compelling evidence that, when teachers involve parents in home learning activities with their children, both the children and parents benefit. S. Tangri and Oliver C. Moles (1987) identified a chain of events thought to produce greater school achievements. First, parents learn how to teach their own children. The children's academic skills increase and the children are motivated by the parents' interest in their schoolwork. As parents begin to feel competent as home teachers, that new confidence is communicated to the children and increases the children's confidence in academic performance.

The participation of parents in their children's education includes activities both within and outside the school. In school, their roles vary from providing juice and cookies and helping out on field trips to volunteering in the classroom, serving on committees, attending parent education workshops, or participating in PTAs and other school functions. Outside the school, parental roles vary from signing report cards and reading notes from the teacher to helping with homework, tutoring, doing home-learning activities, and initiating other educational activities. Epstein divides these roles analytically into five types: parenting, communicating, volunteering, learning at home, and participation in school governance and advocacy. Epstein notes that, while school-based parent involvement is valuable, her findings suggest that involving parents in helping their children learn at home has a stronger effect on student achievement.

Family and school benefit when they cooperate. Children feel that these two institutions - by far the most important in their lives - overlap and are integrated. Parents who help their children succeed academically gain a sense of pride in their children and themselves. Such parents are strong advocates for the schools (Epstein, 1984).

The benefits of parent involvement are not limited to early childhood or the elementary level. Consistent and enduring gains are now shown by children whose parents help them at home and stay in touch with the school. Graduates of Project Follow-Through and Head Start Programs, in which there is active parent involvement, do better throughout their entire school careers (Henderson, 1988).

Research also indicates that parent involvement may be a vastly underutilized resource for schools. Educators may be underestimating the impact that parents -- especially low income, single, Hispanic, black, or other racial/ethnic group parents -- can have on the school achievement of their children (McLaughlin and Shields, 1986). It appears that the parents' level of education has no effect on the willingness of parents to help their own children with home-learning activities; however, without school guidance and training, these willing parents lack the skills to be competent home teachers.

In his research on family life and school achievement of poor black families, Reginald Clark (1983) found that the difference between achieving and non-achieving children was not explained by marital status of parents, income, class position, or the amount of parents' formal education. He identifies specific aspects of family organization, cohesiveness, and interaction that contribute to attainment and allow some families to translate their high aspirations for their children into the desired outcomes. Clark strongly suggests that the qualities identified as characteristics of low-income families of high-achieving black children can be generalized across racial, ethnic, and social status groups. The study highlights the necessity for strong parent involvement and the needs of parents to have information about school practices and activities to do at home to improve the quality of their children's classroom experience.

Based on a review of current parent involvement research, J. Chrispeels (1987) has suggested that schools can, through policies and actions, influence families and help them be more involved in and supportive of their children's education. Her position that the educational competence of families can be enhanced through intervention by schools is supported by D. Rich (1985), D.L. Williams (1986), and M.W. McLaughlin and P. Shields (1986).

Reviewing survey findings over a ten-year period, the nationwide Gallup polls (1978) of public attitudes toward education concluded: "A joint and coordinated effort by parents and teachers is essential to dealing more successfully with problems of discipline, motivation, and the development of good work habits at home and in school.....For little added expense (which the public is willing to pay) the public schools can, by working with parents, meet educational standards impossible to reach without such cooperation."

PROPOSED STATE POLICY ON PARENT/COMMUNITY INVOLVEMENT

The Maryland State Board of Education recognizes that a child's education is a responsibility shared by the school, family, and community during the entire period the child participates in school. A mutually supportive relationship among home, school, and community contributes to the development of both the child and the community. Through such sharing, partnerships result. To accomplish the mission of Maryland schools to successfully educate all students, schools, parents, and community must work as knowledgeable partners.

Schools must not simply tolerate the presence of parents in their buildings; they must invite and encourage them to participate in their children's -- and consequently in their own -- education. Parents, however, must not wait to be invited. They must act assertively to establish substantive participation in program planning, decision making, advising, and other activities. Schools must conscientously strive to involve parents of children at all ages and grade levels.

To reach the standards of satisfactory and excellent in the Maryland School Performance Program data based areas, schools need parents to be involved. They need parents to encourage positive attitudes toward education and to set high expectations for their children's performance. In effect, parents should be given a mission to help each student progress toward the standard of excellence. Parents should be charged to ensure that students attend school regularly and on time, reinforce school learning in the home, and assist students to plan and monitor appropriate program choices and course selections and establish expected outcomes to be achieved by them.

The community represents a source of support as well as an important resource for schools and families. Schools must create meaningful linkages between the school and the community. They must make provisions that allow for community input and reaction to programs in ways that help achieve the standards for the desired student learning outcomes. School systems must establish high levels of cooperation and coordination with community agencies that provide services to students and actively encourage the support and involvement of the business community to promote effective education for students.

Schools must develop innovative ways to involve and serve parents and other community members. Educators, parents, businesses, and other members of the community must assume joint responsibility for overcoming the syndrome of lowered expectations, depressed economic status, and stunted achievement and for contributing to the fulfillment of the educational aspirations of children and adults. A community's investment in education is an investment in itself.

The State Department of Education will support school systems and schools in their efforts to increase student achievement by helping them to interpret the results of the MSPP assessment and to develop school improvement plans that incorporate parent involvement as a means for improving school performance. Specifically, and within a school-based team approach, MSDE will:

- Publicize its commitment to parent/community involvement in the public schools;
- Identify exemplary programs and practices related to parent and community involvement;
- Identify funds for the development, implementation and evaluation of programs;
- Disseminate information and research on parent and community involvement and effective practices;
- Develop inservice education programs on parent and community; involvement for local staff and parents;
- Develop programs that train parents in parenting skills and in assisting their children academically;
- Provide incentive grants to assist schools in developing, enriching, and expanding parent involvement programs;
- Incorporate specific criteria for effective parent and community involvement strategies into the Maryland School Performance Program;
- Provide ongoing follow-up and evaluation of the effects of the Department's statewide initiative.

School systems and schools must involve parents at all grade levels in a variety of roles and draw in the community for involvement and participation in the education of our children. Specifically, they should:

- Make parent involvement an integral component of the school improvement processes needed to reach the excellent level of school performance on state and local data based areas;
- Develop a written systemwide policy and action plan to promote effective parent and community involvement;
- Encourage parents and the community to participate as part of a learning team for children;
- Encourage parents to become involved in their children's academic progress;
- Offer training in parenting and academic skills to parents, especially to those who are undereducated;
- Help parents to learn techniques designed to assist their children in learning at home;
- Expand the use of school volunteer programs;
- Seek partnerships with interested businesses such as in the Adopt-A-School Program and communities-in-schools.

SCHOOL-FAMILY-COMMUNITY CONNECTIONS FOR ACHIEVING STUDENT SUCCESS

Research indicates that, when parents are involved with schools in positive ways, dramatic results occur. Attendance and achievement improve, and parents and students develop better attitudes toward school. Children grow in a web of institutions -- family, neighborhood, school, church, social and health agencies that serve children, local government, and private employers. The complex environmental, physical, social, and economic influences operate very much like an ecosystem -- namely what happens in one part effects the other parts. The interest of the child is best served when all parts of the ecosystem collaborate to support the needs of the child. The challenge for educators is to provide the leadership needed to bring the home, school, and community together in meaningful ways to promote school success for students.

Implementing effective parent and community involvement requires acceptance of certain premises.

1. The education of children requires a joint effort of the home, the school, and the community.
2. School is a place where parents, school staff, and the community can be actively involved in collaborative efforts supporting maximum learning for children.
3. School staff can create conditions that facilitate effective involvement by parents and community.
4. Positive home-school-community relationships are viable components of effective schools.

There are many different routes to effective parent/community involvement and participation. The appendices to this report contain various successful models, programs, and practices for consideration. This section highlights some proven strategies that schools can use to develop and implement parent/community involvement programs that meet the needs of their specific school community.

Five Types of Family and Community Involvement for Schools to Develop

From surveys of teachers, principals, students, and parents, from workshop and staff development activities with teachers, and from others' research and perspectives, Epstein (1987b,c) identified five main types of parent involvement that are part of a comprehensive program for school and family connections.

Type 1 - **Parenting**
Help Families Establish Home Environments to Support Learning

Type 2 - **Communicating**
Design More Effective Forms of Communication to Reach Parents

Type 3 - **Volunteering**
Recruit and Organize Parent Help and Support

Type 4 - **Learning at Home**
Provide Ideas to Parents on How to Help Child at Home

Type 5 - **Representing Other Parents**
Recruit and Train Parent Leaders

Table 1

Examples of Linkages of the Five Types of Parent Involvement, School Practices, and Community Connections

Type of Family Involvement	School Practices	Community Connections
I. Parenting - Basic obligations of parents: includes providing for the child's nutrition and health care; preparing child for school; and child-rearing activities appropriate for each grade level.	I. Schools conduct workshops for parents on parenting skills for all age/grade levels and developmental stages of youngsters. Information on appropriate home conditions for learning for each new grade and school level is needed so that parents understand how teachers sequence new opportunities and demands for children as they develop. Schools help families link to community resources to obtain information and services. Home-School Coordinators in some programs (e.g., Nashville, or Baltimore) assist families to find the services needed by the parents (e.g., health care, adult education programs) that enable families to build home environments that support learning.	I. Link to social agencies (public and private) including, health care, adult education, medical, juvenile justice, and others. Link to local governmental agencies such as recreation and child services departments. These and other groups can offer after-school programs (e.g., recreation, sports, enrichment, homework help, remedial instruction) to assist families in providing supervised activities in an extended school day.
II. Communicating - Basic obligations of schools: includes communications with parents about school programs and children's progress in memos, notices, report cards, conferences, and other communications.	II. Schools vary the form and frequency of communications so that all families can understand and follow-up on information provided to them about the success or needs of their children. Communications may include newsletters from school, computerized or taped messages, the organization and content of conferences, translated communications for limited-English-proficient parents, and many others. Schools need to check that information is clear, that parents understand the meaning, importance, and consequences of the communications, and that there are opportunities for two-way communications so that the family can communicate with the school	II. Link to radio, TV, (commercial and cable), newspapers (including local, neighborhood), and newsletters. Link to businesses that can donate services or equipment such as computers for desk-top publishing, computerized phone communications, and others.

Types of Family Involvement	School Practices	Community Connections
III. Volunteering at school: includes volunteers who assist teachers, administrators, and children in classrooms, in other areas of the schools, on trips, or with other activities. Also includes parents and others who come to school as audiences to attend student performances, sports, demonstrations, or other events.	III. Schools recruit and train volunteers so that their skills, talents, and time available match the assistance needed by teachers and administrators. Schools can help all parents who are willing to become involved feel welcome at the school. Creative scheduling of volunteers on extended-days, weekends, holidays, and creative organization of tasks and talents can revitalize volunteer programs at schools.	III. Link to community groups, senior citizens, recreation centers, museums (docents), and businesses and others that could provide volunteers to the schools, serve as tutors, and/or that may enjoy being audiences at school.
IV. Learning at home: includes the participation of parents with children in activities that build skills and attitudes that directly help the child in school. Includes ideas and guidance from teachers on how to help with and monitor homework, practice needed skills, discuss schoolwork with children, help guide school decisions, and other activities that affect student learning and success in school at each grade level.	IV. Schools assist parents by providing information and activities each year of school so that parents can interact with their children about schoolwork. The Teachers Involve Parents in Schoolwork (TIPS) process is one approach for helping parents become more knowledgeable partners in monitoring, assisting, and discussing homework with their children. Other programs focus on reading activities at home, (e.g., Parents as Reading Partners) or enrichment activities that supplement the school curriculum (Home and School Institute).	IV. Link to telephone "homework hotlines." Link to businesses, agencies, and services that offer educational settings and activities that families can visit in connection with school units, or for enrichment including museums, zoos, botanical gardens, animal hospitals, and businesses that open their doors to families for learning activities.
V. Representing other parents: involvement in governance, decision making, and advocacy groups, includes leadership roles that parents play in PTA/PTO, advisory councils, Chapter I programs, other committees and groups in the school or in the community.	V. Schools provide parents and others in the community with the information they need to support school improvement efforts. Parent leaders should be trained in decision-making and leadership so that they will communicate effectively with all of the families they represent. Members of advisory committees must be viewed as legitimate participants. School-based management models that include parents in real decision-making roles (e.g., Comer's program in Hartford) may improve the decision-making skills of parents of of students at risk.	V. Link to national organizations such as National PTA, business and philanthropic groups that can support schools, and to political groups and elected representatives who design and approve educational programs and budgets.

The five types of involvement are listed in the first column of Table 1. Research indicates that some types of involvement help parents, whereas other activities help teachers or boost student attitudes or achievements (Becker and Epstein, 1982; Henderson, 1987; Rich, Van Dien, and Mattox, 1979). Specific school practices and community connections are listed in columns 2 and 3 of the table.

The five types of involvement contribute to a comprehensive program to involve parents at all grade levels, although the practices will change to meet the needs of students, teachers, and families in different grades, school and communities. Survey data (Epstein and Dauber, 1988) suggest that most schools need to give much more attention to the type of involvement most parents request--how to help their own children with schoolwork at home (Type 4 activities)

What Schools Can Do To Increase the Involvement Of the "Hard To Reach" Parents

Virtually all parents want to help their children, but, for a variety of reasons, many who are not involved feel helpless to do so. Obviously, some families are too burdened by personal troubles or the struggle for survival to be easily reachable, and schools may be justified in considering the time and resources necessary too great. However, these few families should not be used as an excuse to give up on all outreach efforts. There is a substantial number of parents whose connection with the schools can be strengthened with a little extra effort. Although schools can become overwhelmed by the tasks that are clearly inside their own doors, they should not give up trying to coordinate parent involvement efforts. A variety of methods have been tried around the country to generate better communication and increase the involvement of "hard-to-reach" parents. Successful practices include:

- Increasing the awareness and sensitivity of the school staff to parents' real time constraints. One way this can be done is by announcing meetings and other events long enough in advance for parents to arrange for time off from work if necessary.
- Creating a more accepting environment for low income, minority, working, and single parents, as well as those undergoing separation, divorce, or remarriage, or acting as a custodial parent.
- Allowing open-enrollment so that children can attend school near their parents' places of work.
- Providing before-school and after-school care, as well as some supervision for older children.
- Being more careful about cancelling school at the last minute due to weather conditions, thus leaving single and working parents with no resources for the care of their children.
- Holding meetings at non-school sites at various times of the day.
- Using a welcome wagon concept for parents of new and transfer students.
- Acting as a facilitator for support groups for teen parents, single working parents, and custodial parents.
- Providing both legal and custodial parents with regular information on what is going on in the child's classroom, as well as the help they may need.

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- Presenting bilingual media campaigns on the important role of the home in educating children.
- Encouraging ministers and other respected leaders to stress the importance of parent involvement.
- Creating family learning centers in schools, store fronts and churches that offer help (that is bilingual, when necessary) to parents wanting to help their children learn.
- Developing hot lines for parents who need help in helping their children with their homework.
- Offering learning activities created by the schools that parents can use at home with children.

Although schools may choose different ways to help parents enhance children's learning, it is important to keep in mind that the greater the continuity and contact between the school and the home, the better it is for the child's learning. Moreover, the mutuality of that contact appears to be an important key to its success.

Two-Way Parent-School Communication

Effective communication must be two-way. Parents must have opportunities to present as well as receive information. No one method can be relied upon to maintain home-school communication. Schools need to use traditional methods such as memos, phone calls, newsletters, home assignments and conferences as well as less traditional methods--recorded messages, videotapes, home visits, and parent networks. Whatever method of communication is used, schools should be sensitive to the following issues:

Parents cannot participate fully in their child's education unless they understand the school programs. Therefore, schools can help parents participate by:

- Helping them to understand the purpose, outcomes, and structure of the Maryland School Performance Program.
- Explaining the learning outcomes relative to effective participation in higher education and the workforce.
- Sending results of student performance on the CRTs home for review and comments.
- Presenting information for parents on learning outcomes in Reading, Math, Social Studies, Science, Writing/Language Usage at grades 3, 5, 8 and 11.
- Assigning homework that requires students to discuss schoolwork at home.
- Videotaping parent programs and making them available to those who cannot attend.
- Scheduling frequent opportunities for parents to learn about the desired student learning outcomes.

Written communications from school to home must be understandable. Schools should be sure that communications are:

- Written in simple readable English or in the language spoken by the family.
- Received on a timely basis--a simple tearoff asking a parent to sign and return will often solve this potential problem.
- Specific in terms of what involvement schools are seeking from parents
- Published on a regular basis, e.g. parent newsletter every Friday.

Communications with the disinterested/alienated parent can be improved by:

- Developing networks of parents with children in the same class.
- Involving children in a program such as art, music, drama. Hold the program early in the evening so parents may bring all their children.
- Having home visits by school staff for parents who don't come to school.
- Giving parents positive "strokes" when they come to school.
- Arranging meetings of parents and teachers around social events such as potluck dinners and picnics.
- Setting up booths of information about the school in shopping malls, grocery stores, community centers, etc.
- Using answering machines or electronic mailboxes so that parents can call and get a message from their child's teacher.
- Having a program for each grade level that involves the children and parents attending in distributing information which parents can use to help children learn.

Communication with limited-English speaking parents can be improved by:

- Training a parent who speaks the child's native language to make home visits to explain how parents may help the children at home.
- Having available bilingual books and other materials which parents can borrow.
- Letting parents know what is being taught and the method the teacher is using.
- Having bilingual workshops for parents on how they can help their children learn.
- Sending home explanations and materials to help the child with homework.

APPENDICES

APPENDIX A

A MODEL FOR DEVELOPING EFFECTIVE PARENT/COMMUNITY INVOLVEMENT TO INCREASE STUDENT ACHIEVEMENT

Parents are their children's first and most influential teachers regarding the value of school, good study habits, and respect for the teaching and learning process. There is a significant body of research indicating that, when parents are involved with schools, children do better in school. Positive results can be ensured if schools involve parents and the community in meaningful ways.

An effective parent involvement program should provide regular, sequential, and equitable programs that connect schools, families, and community groups in ways that benefit all students. School, family and community connections must involve developmentally appropriate programs and practices at all grade levels, and appropriate activities must be developed for groups of families with special and different needs.

This model represents a process that schools can use to establish a coherent plan for parent/community involvement. It is not intended to suggest that schools must wait until each step in the process is completed before implementing activities to promote greater parent/community involvement. Many of the strategies suggested in the School-Family-Community Connections section can be implemented while the school is engaged in the planning process.

Using the process outlined in this section will facilitate planning and implementing the schools' parent/community involvement program. The process will improve communication between adults who plan and implement the program; promote mutual respect among parents, teachers, administrators, and community persons; and facilitate the positive growth of students. The process is based on the work of Dr. James P. Comer, Yale Child Study Institute, Yale University.

The steps presented incorporate the seven essential elements of strong parent involvement programs identified by the Southwest Educational Development Laboratory (SEDL). In 1986-1988, SEDL staff visited and reviewed "promising and effective parent involvement programs" in five states to identify and describe their characteristics. SEDL staff found seven elements common to all the successful programs: written policies, administrative support, training, partnership approach, two way communication, networking, and evaluation.

STEP 1. DEVELOP POLICY STATEMENT

Successful implementation of an effective parent/community involvement program requires commitment and support from staff at all levels of the school system -- superintendent, supervisors, principals, teachers, support staff, and custodians. Their attitudes and behavior must reflect a genuine interest in and support for working cooperatively with parents and the community. This commitment should be expressed in WRITTEN POLICIES at the system and school levels.

Written policies legitimize the importance of parent and community involvement and help form the context for program activities. These policies help both staff and parents better understand how parents will take part in the program. Written policies also give superintendents leverage with central office, building, and classroom staff for ensuring that parent and community involvement are seen as vital to the school program.

The policies should address the following concepts:

- Opportunities for all parents to become informed about how the parent involvement program will be designed and carried out.
- Participation of parents who lack literacy skills or who do not speak English.
- Regular information for parents about their child's participation and progress in specific educational programs and the objectives of those programs.
- Opportunities for parents to assist in the instructional process at school and at home.
- Professional development for teachers and staff to enhance their effectiveness with parents.
- Linkages with social service agencies and community groups to address key family and community issues.
- Involvement of parents of children at all ages and grade levels.
- Recognition of diverse family structures, circumstances and responsibilities, including differences that might impede parent participation.
- Involvement of businesses in partnerships with the school.

(From Developing Family/School Partnerships: Guidelines for Schools and School Districts, National Coalition for Parent Involvement in Education)

STEP 2. ESTABLISH SYSTEMWIDE LOCAL REVIEW COMMITTEE

This committee should include teachers, administrators, parents, students, and community members. It serves as an advisory group to school planning and management teams. This systemwide committee will review and analyze the school-level parent and community involvement development process and program and make recommendations for modifications and institutionalization to the School Planning and Management Team.

STEP 3. IDENTIFY KEY FACILITATOR

The principal is the key person for spearheading and monitoring the process and program. Principal leadership is particularly important in relation to the requirements for time, resources, facilities, materials, equipment, secretarial help, and custodial services.

The principal may designate other persons to assist in this capacity. However, the principal's designees must be persons who respect and value parent/community involvement and participation, are sensitive to school management issues and their impact on children, staff, and parents, and have demonstrated the ability to work effectively with parents and other staff.

ADMINISTRATIVE SUPPORT is required in at least three ways. First, people must be designated to carry out program efforts or events. Second, funds must be designated in the budget for implementing programs. Third, material/product resources--meeting space, communication equipment, computers, duplication/media equipment--must be made available to complement specific program activities.

STEP 4. ESTABLISH SCHOOL PLANNING AND MANAGEMENT TEAM

Dr. Comer promotes the use of the School Planning and Management Team as the foundation for a successful parent/community involvement program. This team serves as a mechanism to look at the current programs in the school and determine what is needed to generate higher student achievement. The number of members on the School Planning and Management Team will depend on the size of the school and should include the principal, teachers, parents, students, aides, counselors, and other pupil services staff. The team emphasis on PARTNERSHIP should be reflected in such activities as joint planning, goal setting, definitions of roles, program assessment, development of instructional and school support efforts, needs sensing, and setting of school standards. Such involvement enables both staff and parents to develop a sense of ownership and pride in the school's efforts to enhance the success of all learners.

The School Planning and Management Team is responsible for establishing a NETWORK that connects people, events, and activities and for developing a building plan to create the desired school climate, improve academic performance, and provide training opportunities based on building level objectives and goals. The team should network with other programs to share information, resources, and technical expertise and to help staff and parents identify additional resources for their own use.

Communications between home and school must occur frequently and on a regular basis. Consistent TWO-WAY COMMUNICATION will help parents to feel comfortable coming to the school, sharing ideas, and voicing concerns. In addition, staff will be less likely to feel threatened by parent input and more likely to welcome it and use it to fashion relevant learning activities for students. The team should identify and continuously focus on patterns of need that have emerged and continue to emerge within the school community.

Some guiding principles for the School Planning and Management Team are:

- The team should include representatives from the home, school, and community, i.e. business, organized groups, interested residents.
- The team should hold regularly scheduled meetings.
- Program decisions should be made by consensus rather than vote when possible. There should be an agreement to try a particular approach, review it, and change it if it is not successful.
- The team should avoid pointing the finger of blame for identified problems at individuals or groups.

STEP 5. DEVELOP OR STRENGTHEN EXISTING PARENT/COMMUNITY INVOLVEMENT PLAN

The parent/community involvement plan is an integral part of the total school plan for ensuring school success for all students. It should be developed based on an assessment of the current parent/community involvement and participation in the school. The School Planning and Management Team performs the following functions in relation to the school's parent/community involvement plan:

A. Collect Information and Assess the Status of Parent Involvement. Some guiding questions are:

- Does your school have a plan for parent and/or community involvement and participation?
- Does your school provide multiple opportunities for two-way communication flow?
- Is there continuity of parent involvement and participation across grade levels?
- How are resources allocated and used?
- How are parents involved on a day-to-day basis and at critical points?
- What is the impact of current activities and what gaps remain?

The sample checklists and inventories in the exhibit section should be helpful in the assessment and planning efforts.

B. Develop/Refine the School Plan Based on Information Collected. Some guiding questions are:

- What needs to be done?
- What will be done? What are the goals and objectives?
- What activities will be conducted and/or actions taken?
- Who will be involved and who is responsible for identified actions?
- What are the target dates for completion?
- What resources are needed to implement the plan?
- What are the indicators or evidence of success?

C. Implement the plan in coordination with other aspects of the total learning environment. Use the community's ethnic, linguistic, or cultural resources to generate interest in parent participation. Schedule programs and activities flexibly to reach diverse parent groups. Train parents to assume leadership roles in implementing activities and involving other parents. Keep the momentum going through regular public relations activities, consistent communication between school and home, and involving parents in every aspect of the process.

D. Evaluate the program at key stages as well as at the conclusion of a cycle or phase. Regular EVALUATION activities will enable parents and staff to make program revisions on a continuous basis to ensure that activities strengthen the partnership.

STEP 6. PROVIDE TRAINING FOR STAFF AND PARENTS

Orientation for staff and parents begins with discussion and commitment to the process, population, and agreement on expected outcomes. Ongoing TRAINING for staff and parents should be included in the plan and implemented throughout the process with a focus on improving their skills for working together as well as working with children. Training should include techniques for involving "hard to reach" parents and working with different types of families. Parent training should cover topics such as improving parent/teacher conferences, supporting school learning at home, and working as joint decision makers with educators.

These six steps lead to a coordinated and integrated program of parent involvement. This process will improve communication; provide a sense of direction, involvement and common cause; and foster ownership of responsibility for the outcome of the school's programs. It will help to diminish barriers and promote mutual respect among parents, teachers and administrators. It will permit systematic identification of problems and opportunities within the school and thoughtful, focused solutions. The final effect is that a sense of community and an ethos supportive of achievement are created among the adults in the system. This partnership and support are experienced by the students and reflected in their social and academic performance.

The preceeding six steps incorporate the key elements identified by SEDL for effective parent involvement programs. Obviously, there is no one "perfect" parent involvement program that can serve as the model for all others. However, if these seven elements (written policies, administrative support, training, partnership approach, two-way communication, networking, and evaluation) are made integral to parent/community involvement programs, the programs will result in a wider range of opportunities for supporting student learning in all environments. These elements foster an equal, supportive partnership which is the foundation upon which effective parent and community involvement programs must be built.

APPENDIX B

TRAINING FOR TEACHERS AND ADMINISTRATORS

Parent involvement is not new. Parents have always made a difference. The "new" is the change in family demographics which challenge our institutions and require them to devise new strategies and solutions for the problems created by the change. In his article, "Parent Participation In the Schools," James P. Comer states, "Given the complexity of the modern world, today's children need more adult help than children did in the past." These adults are in the homes, schools, and communities.

In view of this trend, a new body of skills that focus on parental involvement from the perspective of the classroom teacher and other staff should be developed. This body of knowledge can be presented to teachers and other staff at inservice training and staff development activities. Some federal and state legislation has, for several years, mandated parent involvement in funded public school programs. At the local level, many school systems require formal and informal parent-teacher conferences to discuss student progress and to offer suggestions for ways parents can help children at home. In other instances, school systems have established parent conferences or institutes and have provided home-school liaisons to assist parents to help their children at home. However, specific training to help classroom teachers and other staff deal with parents has been slower to develop.

Survey data indicate that teacher attitudes and leadership--not parent education or marital status--make the difference in whether parents become involved in school-related activities (Epstein, 1984). Because teachers and principals play key roles in including or excluding parents from their children's education, school systems must build teachers' and principals' capacities to promote parent involvement practices that lead to student success in school (Epstein, 1987). Staff training must include strategies for increasing the involvement of "hard to reach" parents.

In **Teacher/Parent Partnerships: Guidelines and Strategies For Training Teachers In Parent Involvement Skills**, a four-year study of the Parent Involvement in Education Project conducted by David L. Williams and Nancy F. Chavkin, enhancing parent involvement in the educational process is strongly supported by parents and educators. The surveys used to gather this information also suggest that additional training -- preservice and inservice -- is necessary to enhance effective parent involvement.

The project researchers identified three essential components of the ideal teacher training program in the area of parent involvement: personal, practical, and conceptual. The guidelines address the knowledge, understanding, or skills needed by teachers and administrators to involve parents more effectively in education. The strategies offer a method or an approach to training staff in the successful acquisition of that knowledge, understanding, or skill.

The guidelines proposed for inservice training programs include:

PERSONAL COMPONENT

1. Understanding of one's own attitudes, beliefs, and values about parent involvement

2. Understanding/assessment of the school's unique features that may affect parent involvement programs

3. Understanding the school's community and its characteristics

4. Understanding of parents as a child's first teacher

PRACTICAL COMPONENT

1. Familiarity with models of parent involvement programs, their critical features, potential limitations and areas of conflict

2. Understanding how to assess appropriate and effective programs for individual schools and communities

3. Developing expertise in interpersonal communications and human relations

CONCEPTUAL COMPONENT

1. Understanding theories about parent involvement and the broader societal educational issues which affect the conceptualization of parent involvement in children's learning

2. Appreciating the history of parent involvement programs

3. Familiarity with the research studies of parent involvement programs

4. Understanding the process of developing parent involvement programs

The strategies to help teachers and administrators acquire skills include:

1. Opportunities to assess one's own attitudes, beliefs, and values about parent involvement and to discuss these attitudes with colleagues

2. Practice learning about and assessing school and community features and their environment

3. Experience developing sample programs and working with case studies

4. Opportunities to study various parent models

5. Opportunities to practice effective communication skills in a variety of settings

6. Opportunities to discuss and to observe the limitations and areas of conflict associated with parent involvement programs

7. Time to review theoretical, historical and research literature about parent involvement

8. Opportunities to participate in the stages of program development

APPENDIX C

ADVISORY GROUPS

The fifth type of family and community involvement identified by Joyce Epstein is "Involvement in governance, decision making, and advocacy groups."

Including "stakeholders" in the process leads to creativity, resourcefulness, ingenuity, energy, and new ideas in problem solving. Governance may include PTA/PTO, advisory councils, or formal/informal school committees. Groups may function at the school system or state level. Groups may be involved with school improvement plans, school policies, programs, curricula, budget, staffing, or other activities. The school administrator's and the school system's belief in and support of the concept of parents and community members being part of the decision-making process is crucial to the success of these groups. The process of involving parents and community members in Type 5 activities at the school level must be organized and nurtured by the principal.

School councils or advisory committees have become a common method of ensuring parent and community participation in decisions regarding the education of children. Councils vary in function from service providers to actual decision makers. Council members must understand their function and must be trained in

- role and function
- authority and purpose
- school/system organization
- decision making
- Roberts Rules of Order
- team building
- resources

Council membership should represent the diversity of the school population and the community. A good size for a committee is between nine and 18 people. A typical committee consists of four parents, four students (secondary school), four staff, two to three community representatives (not parents), and the principal in an ex-officio capacity. The committee should meet several times each school year, maintain minutes of the meetings, and submit an annual report of their activities.

APPENDIX D

SUCCESSFUL MODELS AND PRACTICES FOR PARENT AND COMMUNITY INVOLVEMENT

In the progression of the school reform movement there is now a clear message concerning several important factors that contribute to effective schools:

- **Parents' involvement in their children's education is basic to the success of their children in school.**

  Children whose families are involved in school activities and provide reinforcement and support for learning in the home are more likely to progress academically and complete high school. School systems that mobilize and involve parents have more successful students and more effective schools.

- **Support from all sectors of the community is key to raising the level of performance for all students.**

  In Maryland, as in other states, we are seeing the development of business and community partnerships that bring new resources to our schools and new commitment to our students. These partnerships can assist in improving school performance, building civic literacy, and creating a workforce able to adapt to changes in the workplace.

In preparation for this report, the Parent/Community Involvement Team studied national and Maryland models and practices in parent and community involvement and business partnerships.

The following is a summary of some exemplary programs and promising practices. These examples are not intended to be inclusive of all programs at all education levels. Rather, the selected examples are intended to whet the appetite of readers of this report so that they may be stimulated to develop and implement programs that fit specific schools and communities.

Basic Strategies for School-Community Involvement

Strategy I — Encourage and increase the use of community resources and volunteers to augment the educational curricula.

Strategy II — Develop educational partnerships between the school system and schools and public and private service providers, business and industry, and civic and social service organizations.

Strategy III — Use public education facilities as community service centers for meeting the educational, social, health, cultural, and recreational needs of all ages and sectors of the community.

Strategy IV — Encourage the development of an environment that fosters lifelong learning.

Strategy V — Establish community involvement processes in educational planning and decision making.

Strategy VI Provide a responsive, community-based support system for collective action among all educational and community agencies to address both quality-of-life issues and specialized needs of all citizens.

Strategy VII Develop a system that expedites home/school/community communication.

(From: Home/School/Community Involvement, by Larry Decker and Virginia Decker, American Association of School Administrators, 1988.)

Focus on Parent Involvement

Models and Strategies

Research indicates that schools' traditional models of encouraging family involvement may be less effective in today's dual working family structure. In addition, traditional patterns do not address the problem of chronic underachievement where variables such as the parents' level of educational attainment and the socioeconomic status of the family negatively affect parent involvement and most often prevent necessary school family linkage. To be effective with all students, therefore, schools need to reevaluate their approach to parent involvement.

New approaches to successfully involving under represented families can be guided by the following principles:

- All families are interested in their children's future.
- There are various ways in which parents can become involved in their children's education.
- Reaching out to parents is important. If some parents are not going into school, the school may need to go where parents are and provide them with support and opportunities to become involved.
- Effective outreach requires a partnership between schools and other community organizations.
- Schools must be willing to try new approaches and to restructure to meet the needs of families for flexible timeframes, childcare, and transportation.
- Schools need to collaborate with other community and social service providers in providing educational services to parents who, due to their own life circumstances, cannot assist in their children's schooling.

Parent Roles (Some of the ways parents become involved when schools engage in Type 1-5 activities)

1. Parents as receivers and providers of information (Type 2 Activities)

Two-way home-school communication provides the foundation for other parent-school interaction. To reach under-involved parents, schools must use a variety of vehicles including collaboration with community-based organizations. Effective schools often work closely with churches, merchants, civic and other organizations to assist in communicating information to parents.

In Baltimore City, a local foundation funded a unique two-way telephone "hotline" in several schools. Important messages are sent out from the

principal and other staff members to each student's home and parents can call in daily to get information on how their children are doing in school. In other communities, community cable TV brings information and assistance to families.

Teddy Bear Post is a quarterly mental health newsletter for parents of children from 2-6 years of age. It focuses on social, emotional, behavioral, developmental and everyday interests, concerns and problems of young children. Goals are to increase parents' knowledge and feelings of competence and to reduce anxiety of parenting and potential for child abuse.

2. **Parents as Learners** (Types 1 and 4 Activities)

Many parents need information and training to support their involvement in their children's schooling. Effective schools often provide referrals or opportunities for parents to strengthen their own education, sponsor workshops on child and adolescent development, and provide parents opportunities to learn about the school.

Effective programs such as Headstart serve as models for other early childhood family literacy programs. Two successful programs are:

The Kenan Trust Family Literacy Project Model

The primary goal of this program is to break the intergenerational cycle of undereducation by improving parents' basic skills and attitudes toward education, improving children's learning skills, improving parents' child-care skills, and uniting parents and children in a positive educational experience.

The project brings together undereducated parents with their three- and four-year-old children three days a week. The children engage in prereading/language development activities, while their parents sharpen their skills in reading, mathathematics, and language.

The Kenan programs have specific times for parents and children to work and play together within the school day. Parents learn how to teach while playing with their children, and they discover how to make learning fun at home. Parents apply the effective parenting strategies they have learned in the parent education program by using them with their own children during the parents-as-teachers time. The Kenan Projects are located in elementary schools in North Carolina and Kentucky.

The Kentucky Parent and Child Education Program (PACE)

The Kentucky Parent and Child Education (PACE) program is designed to provide remedial help for adults, promote active involvement of parents in their child's education, and prepare preschoolers for success by developing learning skills. Parents and their three- or four-year-old children attend classes together in a public school setting. The program provides the adult parent literacy training, parenting/parent education, and employability and general life-skills development. The children attend an on-site preschool program. At scheduled times, the parents participate in classes with their children and help them learn. The two generations share meals and playtimes. The PACE program is offered in eighteen classrooms in twelve Kentucky school districts.

3. Parents as Supporters (Types 1 and 5 Activities)

Parents who cannot attend events at school can play valuable roles supporting their children by ensuring that they attend school regularly and complete homework assignments and by indicating high academic expectations for their children. Community leaders can collaborate with school staff to reach out to parents to reinforce the importance of parent support. For example, health clinics, Department of Social Services offices, and other community places can develop school "drop-in centers" and encourage parents to support their children's education. In Maryland, the community-based Family Support Centers and Special Education Parent Information and Training Centers provide assistance to young disadvantaged parents and to parents of handicapped children.

The Family/Community-Based Support Centers and Special Education Parent Information and Training Centers

These models are particularly effective for "hard to reach" parents, those who may be intimidated by entering a school building. In Maryland, there are twelve Family Support Centers which are "one-stop shops" supporting disadvantaged young family members. They provide information and referral, family and social assistance to young, new parents. Through grants received from the Adult Education Program, several centers now offer literacy instruction to clients who often range in age from 12 to 18 years.

In the Parent Information and Training Centers model, fourteen special education centers provide training advocacy and resource support to parents of handicapped children. The future of this program includes geographic expansion to every school district and expansion of services to include training and support for parents of non-handicapped students, particularly parents of at-risk, homeless, and limited-English proficient students.

4. Parents as Teachers (Type 4 Activities)

Parents can play an active role in their children's learning activities at home. Schools can collaborate with community agencies, businesses, and civic organizations to reach parents with ideas and materials for helping children with homework and at-home learning. Workshops at local community centers, for example, have been successful in providing information and materials for home learning projects for parents and children.

The Activity Book and Toy Lending Program: A Vehicle for Home/School Cooperation developed by the Maryland State Department of Education is an excellent model for home-school cooperative learning. The program was implemented in Charles and Frederick counties and has been replicated by other school systems in Maryland. Teachers and parent volunteers developed a library of learning kits and games which are borrowed by parents for home instruction in basic skills.

The Home Instruction Program for Preschool Youngsters (HIPPY) is designed to provide training to parents in the education of their child in the home environment in order to better prepare disadvantaged children for successful beginnings in the public schools. Parents are taught to work with their children 15 minutes a day, five days a week, 30 weeks a year

for two years, the second of which is the year the child is in kindergarten.

A unique feature of the HIPPY program is the fact that it is home-based rather than located at a site outside the home. Twice a month a paraprofessional, who must also be a mother or father from the same community, visits the parent and works with him or her on weekly lessons. On alternating weeks the parents gather for group meetings. The HIPPY program was developed in Israel in 1969 and now exists in five countries and seven American states. Arkansas has 14 sites in 23 counties.

5. Parents as Volunteers, Advisors and Decision Makers (Types 3 and 5 Activities)

Parents should be encouraged to play an active role in the instructional activities and management of the school. Effective schools generally encourage parent volunteers who assist in instructional and non-instructional tasks. In Maryland over 125,000 volunteers, 78% parents, provide services to students and school staff. Parent volunteer projects should be expanded at the secondary level to encourage involvement in these later learning years. Schools that make strong efforts to solicit information and suggestions from parents are more successful in retaining the support and participation of these parents.

The School Development Program - The Comer Process

In Prince George's County several public schools have adopted James Comer's approach to parent involvement.

The Comer Process emphasizes a school-based team approach and the inclusion of parents in all levels of school planning and activity. For example, parents serve on the school planning and management team, volunteer in school, serve on sub-committees of the PTSA, are encouraged to attend all school activities, receive regular communication between home and school, etc. In addition, guiding principles involve a very positive social and academic climate, coordination and cooperation, decisions by consensus, regular meetings of school staff and community. Milliken schools in Prince George's County have implemented the model and note significant student improvement, which they attribute to the Comer process employed.

A Process For Assuring Home-School Cooperation (A Maryland Approach)

To ensure ongoing program improvement so that young children can realize ultimate academic and social benefits, the State Department of Education encourages schools to assign priority to the continuous refinement and implementation of home-school cooperation efforts in early learning programs. Montgomery Knolls Elementary School in Montgomery County has adopted the Home-School Cooperation Process as a vehicle for planning and implementing strategies for working cooperatively with parents. The process, based on the six-step Comer model, enables the school to systematize home-school cooperation efforts. The Department provides incentive grants, technical assistance, and consultant services to help the school institutionalize the process over a three-year period.

Focus on Business Involvement

"America's schools need business, and business needs America's schools. Education partnerships forged among communities, schools, business, civic organizations and our children have opened a new chapter in education in America." Lauro F. Cavazos, Secretary of Education

Partnership Models

1. **Business Collaboratives**

   The Minnesota Business Partnership, Inc., is a group of about 80 chief executive officers of Minnesota's large businesses that has worked toward state reform goals including enactment of a statewide open enrollment choice program that allows parents and students to choose among all the public schools in the state. Local collaboratives also exist.

   In Maryland, the Greater Baltimore Committee and Prince George's Business Advisory Committee are examples of partnership organizations composed of business leaders who are working at finding substantive solutions for some of the most difficult problems facing their school districts.

   Tall Oaks High School in Prince George's County has developed a partnership with the Bowie Chamber of Commerce. This partnership implements a community-based career exploration program that places alternative high school students in the business community to explore careers.

2. **School District Partnerships**

   In Hartford, Connecticut, the Travelers Companies have been partners with the schools and have helped create a special curriculum for kindergartners who need help preparing for the first grade. Through Travelers' Youth Education Program, employees work with elementary school students on critical thinking, math, reading and writing skills.

   In Montgomery County, the Montgomery County Connection, a group of business leaders, assisted in setting up a computerized science and technology "Resource Bank" listing hundreds of speakers and other resources that are greatly enhancing instruction in the county.

   In Howard County, the Howard County General Hospital partnership has created an AIDS educational program with workshops and presentations offered to parents and staff of the school system.

3. **Adopt-A-School Programs**

   In Westchester County, New York, Texaco, Inc. adopted several schools and offered tours of their facilities and research laboratories, guest speakers, and educational materials for classroom instruction.

   In Baltimore City, Baltimore Gas and Electric Company adopted Southern High School, dedicated staff to tutorial programs, and developed an extensive computer learning lab. Adopt-A-School programs abound in Maryland and are very diverse with respect to the types of programs and commitment of "adopters."

4. **Mentorship Programs**

The Detroit office of the accounting firm Coopers and Lybrand partnered with the Detroit Public Schools in 1984 and developed the Student Motivational Program. The program has grown, and Coopers and Lybrand is involved in more than 130 mentoring programs across the United States. Employees train with the school's counselors and then are matched to students to assist in motivating them to stay in school and realize their potential.

In Baltimore City, the Abell Foundation's RAISE program trains and matches mentors from private industry, religious organizations, and universities with disadvantaged middle school students. This long-term project asks that mentors remain with their "proteges" for a period of seven years, through high school graduation.

In Baltimore County, employees of C & P Telephone, Maryland's General Services Administration, and others are mentoring underachieving high school students.

5. **Administrative Partners**

The Chamber of Commerce in Eden Prairie, Minnesota, developed the Leadership Exchange, which involves the exchange of local employers and educators.

In Maryland, the Governor's Office on Volunteerism has developed an Executive Fellows program that loans leaders in business to government agencies for one full year. C & P Telephone of Maryland and the Baltimore Gas and Electric Company have each loaned management executives to the Maryland State Department of Education for special one year assignment involving high level projects.

6. **Trusts and Foundations**

The Greater Milwaukee Education Trust raises funds from the private sector for projects such as the "One-on-One" teen initiative. It pairs corporate managers with school principals, matches businesses with schools, and serves as a clearinghouse for local businesses and individuals interested in investing in partnerships.

The Maryland Chamber Education Foundation sponsors Maryland's Teacher of the Year Program and promotes local partnership development through an annual state conference.

Westinghouse Corporation partnered with high schools in seven school districts to present the DISCOVER E (for Engineering) program to students, encouraging them to consider a career in engineering. They also presented each participating school with a $1,000 check to purchase science equipment.

APPENDIX E

SELECTED RESOURCE LIST
PARENT AND COMMUNITY INVOLVEMENT IN EDUCATION

I. PARENT INVOLVEMENT

A. Organizations Focusing on Families

ASPIRA: Hispanic Community Mobilization for Dropout Prevention. This project focuses on creating community awareness and providing practical information to Hispanic parents to help them to be more effective participants in their children's education. The project is a collaborative effort between ASPIRA Associates and other Hispanic community-based organizations. Under the demonstration project, each organization has developed a unique approach to parent involvement that responds to community priorities. The ASPIRA National Office provides technical assistance, training, and materials to enhance strategies and models for parent participation. Contact: ASPIRA Association, Inc., National Office, 1112 16th Street, NW, Washington, DC 20036, (202) 835-3600.

Center for Community, School of Social Work, Rutgers - The State University sponsors the Linking Schools and Community Services, a two-year demonstration project in working with an urban and a rural middle school, and is developing a handbook describing the process of linking schools with community services. The Center is also compiling a resource directory of national organizations that work with children and youth throughout the United States. Contact: Linking Schools and Community Services, Rutgers - The State University, Kilmer Campus, Building #4087, New Brunswick, NJ 08903, (201) 932-3387/5011.

Cities in Schools. CIS is a process which brings existing public and private resources and people into schools to help at-risk youth. Social workers, employment counselors, recreation coaches, educators, health professionals, and volunteers are brought together at each program site to form a support system for at-risk students. Contact: Cities in Schools, Inc., 1023 15th Street, NW, Suite 600, Washington, DC 20005, (202) 861-0230.

Family Resource Coalition. FRC is the national federation of individuals and organizations promoting the development of prevention-oriented, community-based programs to strengthen families. It seeks to increase the number and quality of family resource programs available to parents and to educate the general public and policymakers about the needs of all parents and children for comprehensive information and services. Contact: FRC Administrative Office, 230 N. Michigan Avenue, Suite 1625, Chicago IL 60601, (312) 728-4750.

Harvard Family Research Project is compiling a national resource guide to public school-based family support and education programs. The guide will include profiles of 75 program initiatives, an extensive summary analyzing relevant themes and issues gleaned from project data on program start-up and implementation, and an annotated resource section listing agencies and organizations to which readers can turn for further information and resources in the areas of family support and education, parent education, early childhood education, and family school partnerships. Contact: The

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Harvard Family Research Project, 38 Concord Avenue, Cambridge, MA 02138. (617) 495-9108.

Hispanic Policy Development Project. In 1986 HPDP sponsored competitions to test strategies to increase Hispanic parent involvement in schools. The interim summary report, School/Parent Partnerships, describes the lessons learned from 19 model demonstrations implemented from March 1987 through January 1988. The projects, conducted mainly in elementary school communities, have tested a variety of recruitment and retention strategies to bring Hispanic parents into the educational process. HPDP will make available the findings of all the model demonstrations at the conclusion of the projects chosen in subsequent competitions in the report, A How-To Handbook: Strategies to Involve Hispanic Parents in the Educational Process. Contact: Hispanic Policy Development Project, 250 Park Avenue South, Suite 5000A, NY, NY 10003, (212) 529-9323.

Home and School Institute, Inc. The institute specializes in nurturing the academic and social development of all children by creatively using the available resources of the home and community. It provides tested materials that families can use to help their children learn thereby reinforcing and extending the work of the school. Contact: The Home and School Institute, Inc., 1201 16th Street, NW, Washington, DC 20036, (202) 466-3633.

Kenan Trust Family Literacy Project is an outgrowth of the Parent and Child Education (PACE) Program in Kentucky. The model brings undereducated parents and their preschool children together to receive individualized instruction and to participate in joint learning. The program is designed to intervene in the cycle of illiteracy by meeting the needs of parents and children. The final goal of the Kenan Program is to enhance parents' capacity to interact with their children's teachers and schools, enabling them to become true partners with the schools in their children's education. Contact: Sharon Darling, National Center for Family Literacy, One Riverfront Plaza, Suite 608, Louisville, KY 40202.

Mott Foundation-Community Education Partnerships. Since 1935, the Mott Foundation has supported efforts to develop community institutions, including community schools, as catalysts to link communities and institutions in partnerships to solve common problems. The Foundation has supported numerous community education programs and training programs for community educators. Contact: Charles Stewart Mott Foundation, 1200 Mott Foundation Building, Flint, MI 48502, (313) 238-5651.

National Center for Family Literacy was established in April 1989 to help the nation respond to the growing need to establish quality training for family literacy efforts. It has as it goals to enable the establishment of quality family literacy programs, encourage a national understanding and response to the cyclical problem of illiteracy, and to support the expansion of existing and developing family literacy efforts nationwide through training programs learned from the experience of others. Contact: National Center for Family Literacy, 1063 Starks Building, Louisville, KY 40202, (502)584-1133.

National Coalition for Parent Involvement in Education. Among the members of this coalition are the Council of Chief State School Officers, National Association of School Administrators, National Community Education Association, National School Public Relations Association, and National Education Association. The purpose of the coalition is to promote and share ideas on the development of effective home/school partnerships. Contact: National Coalition for Parent Involvement in Education, Room 810, 1201 16th Street, NW, Washington, DC 20036, (202) 822-7015.

National Coalition of Title I/Chapter 1 Parents. The Coalition provides a voice for Chapter 1 parents at the federal, regional, state and local levels and assists parents in understanding and influencing how Chapter 1 programs are implemented in their communities. The Coalition publishes a newsletter, provides training, and sponsors conferences on implementation of Chapter 1. Contact: National Coalition of Title I/Chapter 1 Parents, National Parent Center, 1314 14th Street, NW, Suite #6, Washington, DC 20005.

National Committee for Citizens in Education works to improve the education of children by encouraging and assisting citizens--including parents--to strengthen public schools. NCCE creates, gathers and disseminates vital information to its members through publications on various aspects of schools and parent/citizen involvement and through a monthly newspaper, NETWORK, written especially for parents. NCCE conducts workshops and provides a broad range of training materials for its members. Contact: NCCE, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044.

National Community Education Association. NCEA gives individuals and organizations the support, information, resources, and networks they need to promote community education in their own states and community. It produces a monthly newspaper about what's good and ahead in the community education field and a quarterly journal for the discussion of the theory and practice of community education. NCEA also holds workshops and institutes and an annual conference. Contact: NCEA, 119 North Payne Street, Alexandria, VA 22314.

National Congress of Parents and Teachers (PTAs) assists parents at the local level to work more effectively as partners with educators in making education work for their children and their community. Contact: National Congress of Parents and Teachers, 1201 16th Street, NW, #619, Washington, DC 20036, (202) 822-7878.

National Information Center for Handicapped Children and Youth (NICHCY) is a free information service that helps parents, educators, care-givers, advocates and others to improve the lives of children and youth with handicaps. Contact: NICHCY, P.O. Box 1429, Washington, DC 20013.

National School Volunteer Program Contact: National School Volunteer Program 701 North Fairfax Street, Suite 320, Alexandria, VA 22314, (703) 836-4880.

Parents As Teachers National Center. Missouri's Parents as Teachers Program (PAT) is a home-school partnership designed to given children the best possible start in life and to support parents in their role as the child's first teachers. PAT is a state-funded primary prevention service provided by all public school systems in Missouri. Contact: Parents as Teachers National Center, University of Missouri, 8001 Natural Bridge Road, St. Louis, MO 63121-4499.

Public Education Fund Network (PEF/NET) is a project of the Allegheny Conference on Community Development. Its three-year mission is to provide technical assistance and nurture to the grantees of the PEF and other organizations and individuals interested in exploring and pursuing the local education fund (LEF) approach. A LEF is a non-profit community-based entity whose agenda, at least in part, consists of developing supportive community and private sector relationships with a public school system. It provides limited private sector support to launch initiatives and broker relationships leading toward school improvement. Contact: Public Education Fund Network, 600 Grant Street, Suite 4444, Pittsburgh, PA 15219, (412) 391-3235.

Quality Education Project was established to improve the scholastic achievement of disadvantaged students in California by bringing parents back into an active role in their children's education. QEP provides step-by-step plans, innovative support materials and hands-on training of effective techniques for increasing parent involvement in the schools. Contact: QEP, 136 Sand Hill Circle, Menlo Park,CA 94025.

School and Family Connections Project is located at the Johns Hopkins University Center for Research on Elementary and Middle Schools and the Center for Research for the Effective Schooling for Disadvantaged Students. The project includes research and development activities on effective models of parent involvement in schools at all grade levels, with special attention to schools that serve large populations of students at risk of failing or dropping out of school before high school graduation. Contact: School and Family Connections Project, The Johns Hopkins University, CREMS/CDS, 3505 North Charles Street, Baltimore, MD 21218, (301) 338-J570.

B. Resources

Beyond the Bake Sale, An Educator's Guide to Working with Parents (1986), by Anne T. Henderson, Carl L. Marburger, Theodora Ooms, addresses the why's and how's of developing positive home/school relations. It shows how parents can and do make a difference in promoting the positive characteristics of effective schools. Contact: National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044.

Bibliography: Parents in Education (MARCH 1989) is a product of the Chapter 1 Parent Involvement Center at RMC Research Corporation in Hampton, New Hampshire. The bibliography contains a listing of articles, books, and other publications that deal with the many issues in parent involvement. Contact: Parent Involvement Center, RMC Research Corporation, 400 Lafayette Road, Hampton, NH 03842.

Bibliography: Parent Involvement - School and Family Connections Project is a product of the Johns Hopkins University Center for Research on Elementary and Middle Schools. The bibliography includes a listing of 40-50 articles, materials for teachers, research papers, and survey forms relating to parent involvement and family and school connections. Contact: Dr. Joyce L. Epstein, Director, Effective Middle Schools Program and School and Family Connection Project, JHU Center for Research and Elementary and Middle Schools, 3505 North Charles Street, Baltimore, MD 21218.

Communicating with Parents is a new book compiled by a team of practitioners led by Janet Chrispeels, explores the numerous ways that schools communicate with parents and gain parent support and involvement. Topics include school newsletters and handbooks, homework, volunteers, progress reports, home visits, and telephone tips. Both schoolwide and classroom strategies for various grade levels are provided. Contact: San Diego County Office of Education, 6401 Linda Vista Road, Room 407, San Diego, CA 92111-7399.

Community Education as a Home for Family Support and Education Programs by Patricia S. Seppanen and Heanne Heifetz, explores how family support and education programs that are targeted to families with pre-school age children fit within schools and more specifically within Community Education. The report presents an in-depth field study in Minnesota of the Early Childhood Family Education initiative and a survey of 12 family support and education programs conducted under the auspices of Community Education in other states across the country. Contact: Harvard Family Research Project, Cambridge, MA.

Drawing in the Family (August 1988), by the Education Commission of the States, challenges state policymakers to enact policies that help families become more involved in the education of their children. It describes what some states are doing and offers a host of examples. Contact: ECS, 1860 Lincoln Street, Suite 300, Denver,CO 80295.

Elementary School Handbook (1989), by Joanne Oppenheim, is the Bank Street College's complete parent guide to issues confronting parents of children in grades K-6. It answers the questions regarding the things in schools and their children's education to which they can be partners. It offers hundreds of specific practical activities and suggestions parents can use at home to enrich their child's elementary school experience. The book is published by Pantheon Books, NY.

Evidence Continues to Grow (1987) is an annotated bibliography edited by Anne T. Henderson on how parent involvement improves student achievement. Contact: National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044, 1-800-NET-WORK or (301) 638-9676.

Family Focus: Reading and Learning Together (1989) is a program designed to help parents learn new ways of working with their children to foster good reading habits and improved reading skills. It is co-sponsored by the American Newspaper Publishers Association Foundation, the International Reading Association, the National Congress of Parents and Teachers, and the National Association of Elementary School Principals. Contact: ANPA, Box 17407 Dulles Airport, Washington, DC 20041, (703) 648-1000.

Home/School/Community Involvement (1988), by Larry E. Decker and Virginia A. Decker, provides case studies of how schools use community resources, how communities use school resources, and ways to set up effective home/school/community programs. Contact: American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988.

Home-School Partnership Planner (1987) prepared by Janet Chrispeels is designed to help schools assess the current type, level, and quality of their home-school partnerships. Contact: San Diego County Office of Education.

How to Get Your Child a Private Education in a Public School (1989), by Martin Nemko, shows parents simple yet powerful ways to help their child to get the most out of public schools. The book is recommended as a text for a parenting education course. The book is available through Martin Nemko, 4936 Chabolyn Terrace, Oakland, CA 94618, (415) 655-2777.

Making Education Work for Hispanic Americans: Some Promising Community-Based Practices (1988), developed by the National Council of La Raza, discusses effective community-generated local projects which can supplement school offerings and work with parents and teachers to increase their ability to help Hispanic children succeed in school. Contact: National Council of La Raza, 810 First Street, Suite 300, Washington, D.C. 20002, (202) 289-1380.

National PTA's Parent Involvement Planning Kit provides a month by month list of activities, observances, and resources for increasing parent involvement. The kit includes tips on how to organize your plan; guides to plan American Education Week and Teacher Education Week; and 16 reproducibles for implementing the activities. Contact: The National PTA, 700 N. Rush Street, Chicago, Illinois 60614-2571, (312) 787-0097.

Parenting Skills (1989) is designed to be a resource for parents who want to understand more about how children grow and develop and what parents can do to help them along their way. It includes information on how children develop the independence, self-discipline, self-confidence, and skills in communication and cooperation with others that will help them throughout their lives. Contact: American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209.

Parents as Tutors, Minimizing the Homework Hassle (1988) by Daniel E. Vogler and David E. Hutchins describes an easy collaborative method for parents to determine their child's learning and studying style and recommends how to use this understanding to promote motivation. Contact: National Community Education Association, 119 North Payne Street, Alexandria, VA 22314.

Parent's Guide to Girls' Sports explains how daughters can reap the benefits of physical, social and psychological growth through involvement in athletics and relates important variables in the parent/child/coach relationship. Contact: Women's Sports Foundation, 342 Madison Avenue, Suite 728, NY, NY 10017.

Partners in Educational Improvement: Schools, Parents, and the Community (1989) is a product of the National Association of State Boards of Education Study Group on Parent and Community Involvement. It addresses issues such as: how to increase parent involvement in public schools by fostering school practices that will encourage parent involvement from

preschool through high school; how to use community resources as an integral part of our nation's schools; how state boards and departments of education can foster increased parent and community involvement. Contact: National Association of State Boards of Education, 10912 Cameron Street, Alexandria, VA 22314.

II. COMMUNITY INVOLVEMENT

A. Publications of the National Association of Partners in Education, Inc. (NAPE), 601 Wythe Street, Suite 200, Alexandria, VA 22314, (703) 836-4880.

A Guide to Long-Range Strategic Planning for School Volunteer and Partnership Programs

A Practical Guide to Creating and Managing Community Coalitions for Drug Abuse Prevention

A Practical Guide to Creating and Managing School/Community Partnerships

Academic Skill Activities

Business and Education

Creating and Managing a Corporate School Volunteer Program

Guidelines for Involving Older School Volunteers

Handbook for Principals and Teachers: A Collaborative Approach for Effective Involvement of Volunteers at the School Site

Handbook for Teachers

How to Organize and Manage School Volunteer Programs

Manual for Developing Intergenerational Programs in Schools

School Volunteer Programs: Everything You Need to Know to Start or Improve Your Program

Scientists in the Classroom: One School District's Experience with Science and Mathematics Volunteers in Elementary and Secondary Schools

Tips for Tutoring: A Resource Tool for School Volunteer Tutors

Volunteer in Education, Training for Teachers: A Program for Teachers, Volunteers and Students. (VETT)

Volunteers and Older Students

B. Publications of the Center on Education and Training for Employment. The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210-1090. Catalog available (800) 848-4815.

Training and Educating the Work Force in the Nineties: The Rationale for Public-Private Collaboration, 1988. Thomas J. Smith and Carolyn Trist.

Career Development Programs in the Workplace, 1988. Lynn Slavenski and Marilyn Buckner

Involving Business-Industry-Labor Guidelines for Planning and Evaluating Vocational Education Programs, 1984. Stephen J. Franchak, Jeanne Desy, and E. Lee Norton.

Vocational Education and the Public Schools, 1986. Franklin Walter.

Linking with Employers, 1987. David J. Kalamas and Catharine P. Warmbrod.

Next Steps in Public-Private Partnerships, 1984. Madeleine B. Hemmings.

Critical Issues in Vocational Education An Industrialist's View, 1983. Peter J. Elliman.

Private Sector Involvement in Employment Training, 1986. William Spring.

Private Sector Involvement with the Vocational Community An Analysis of Policy Options, 1984. Clyde F. Maurice.,

A Guide to Linkages Between Vocational Education and Organized Labor in the United States, 1984. Robert E. Norton and James O. Belcher.

C. Other Resources

Iowa Department of Education. Parent Participation and Community and Interagency Involvement. Copies available from MSDE Partnerships Task Force.

Maryland Chamber of Commerce Foundation, Inc. Brief Synopsis of Existing Partnerships in Maryland, 1989. Maryland Chamber of Commerce, 275 West Street, Suite 400, Annapolis, MD 21401-3480, (301) 269-0642.

Merenda, Daniel. Partners in Education: An Old Tradition Renamed. Educational Leadership October 1989.

Otterburg, Susan, ed. School Partnerships Handbook: How to Set Up and Administer Programs with Business, Government and Your Community. Prentice Hall, Inc., Englewood Cliffs, NJ.

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EXHIBITS

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EXHIBIT I

An Inventory of School-Community Relations

At the heart of an effective and dynamic school district is a structured program of school-community relations involving all of the district's internal and external publics. The purpose of this inventory is to allow the district's staff and citizens to assess the major components of such a program. The four components of the program are:

1. A positive and challenging *school climate* in which optimal student achievement and staff productivity are fostered.
2. Maximum *involvement of parents*, at home and in school, in their children's educational development.
3. *Participation of the community-at-large* (citizens, business people, retired people, key communicators, officials and staff of other educational institutions) in cooperative learning practices to make full use of human and other learning resources in the community.
4. *Communication—information processes* so that residents of the community can develop an understanding and appreciation of the successes, challenges and needs of their school system that will lead to their financial support.

The inventory can be used as the basis for a study by a committee of staff members and citizens who wish to identify means to enhance student achievement and to build public knowledge and support of the school system. Participants should complete the inventory in advance of a meeting. The discussion leader can then have participants identify top priorities for action at the district or school level in each of the four categories of the inventory.

The items in the four categories have been found to be valid in most school systems. Users of the inventory may find that modifying some items or adding additional ones may be appropriate to meet the unique needs and circumstances of their school district.

Note that two responses are requested for each item:

- First, does the item indicated occur in the system or school?
- Second, what is the respondent's opinion of the value or priority of the item (whether or not that process now occurs)?

The committee may wish to give initial attention to the items *not now occurring* that have been rated high in value.

Inventory Assessment

A. School Climate	Now Occurs	Does Not Fully Occur	Does Not Occur	Value/Priority High	Value/Priority Low
1. Work with students and parents to develop high and appropriate expectations of achievement.	☐	☐	☐	☐	☐
2. Establish goals for collective and individual student achievement (district and school levels).	☐	☐	☐	☐	☐
3. Analyze achievement according to stated goals periodically.	☐	☐	☐	☐	☐
4. Monitor student morale and attitudes toward schooling.	☐	☐	☐	☐	☐
5. Survey staff opinions and attitudes about working relationships/conditions.	☐	☐	☐	☐	☐
6. Identify circumstances inhibiting student achievement.	☐	☐	☐	☐	☐
7. Identify circumstances inhibiting staff productivity.	☐	☐	☐	☐	☐
8. Establish task forces to plan means to modify inhibiting circumstances relating to student achievement and staff productivity.	☐	☐	☐	☐	☐
9. Provide inservice training for staff members according to their and district priorities.	☐	☐	☐	☐	☐
10. Publish a student-generated newsletter for them and parents at each school.	☐	☐	☐	☐	☐
11. Publish a newsletter for the staff.	☐	☐	☐	☐	☐
12. Sponsor contests and projects to build student spirit at each school.	☐	☐	☐	☐	☐
13. Identify means and initiate projects to reward the achievement of students (other than report cards).	☐	☐	☐	☐	☐
14. Identify means and initiate projects to reward the achievement of the staff (other than monetary compensation).	☐	☐	☐	☐	☐
15. Involve students in decision-making processes at various periods of the year.	☐	☐	☐	☐	☐
16. Provide occasions for staff members to meet in peer groups to					

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	Now Occurs	Does Not Fully Occur	Does Not Occur	Value/Priority High	Low
17. Provide opportunities for the non-administrative staff to be involved in decision-making activities.	☐	☐	☐	☐	☐
18. Supply regular substitute teachers with information about district policies, programs and activities.	☐	☐	☐	☐	☐
19. Publish a yearly calendar/orientation guide for student and parent use.	☐	☐	☐	☐	☐
20. Publish a special one-two page report of board actions for distribution to the staff the next day.	☐	☐	☐	☐	☐
21. Provide orientation programs for students (and their parents) who will advance to a new school level next year.	☐	☐	☐	☐	☐
22. Conduct surveys of graduates and former students to obtain information about attitudes, reactions and suggestions based on their experience in the school system.	☐	☐	☐	☐	☐
23. Form an alumni club to recognize graduates and to serve to motivate current students.	☐	☐	☐	☐	☐
24. Review proposed policies, regulations and programs with the staff before consideration for adoption.	☐	☐	☐	☐	☐
25. Ask the PSTA to sponsor an orientation to the community for new staff members.	☐	☐	☐	☐	☐
B. Parent Involvement					
26. Send a letter of welcome and orientation to parents of students *new* to a school in the fall (or when they move into a school's community).	☐	☐	☐	☐	☐
27. Send a letter or notice to all other parents in the fall to orient them to the new school term and procedures and goals.	☐	☐	☐	☐	☐
28. Provide time for teachers to communicate personally, by telephone or mail, with parents of each of their students (or homeroom students in upper grades) at the start of the school year.	☐	☐	☐	☐	☐
29. Develop a plan whereby, in cases of a student being absent, someone calls the student's home to learn of the reason for the absence.	☐	☐	☐	☐	☐
30. In cooperation with the PSTA, publish a newsletter for parents at each school.	☐	☐	☐	☐	☐
31. Hold parent-teacher-student conferences. Find a means to provide conferences evenings or Saturdays when necessary.	☐	☐	☐	☐	☐
32. Develop a parent-teacher-student learning contract, for use in certain grades, that each party agrees to.	☐	☐	☐	☐	☐
33. Offer certain "open door" hours when students and parents can confer with administrators at the district or school level.	☐	☐	☐	☐	☐
34. Conduct clinics and workshops for parents with pre-school-aged children.	☐	☐	☐	☐	☐
35. Ask parents to serve as educational resources in classrooms (tutors, speakers, aides).	☐	☐	☐	☐	☐
36. Set up a regular series of sessions in school and the community (coffees, lunches, pre-school breakfasts, receptions, etc.) whereby parents and residents can become acquainted with the school staff.	☐	☐	☐	☐	☐

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		Now Occurs	Does Not Fully Occur	Does Not Occur	Value/Priority High	Low
37.	Offer training programs for parents as needed or requested in school or community facilities.	☐	☐	☐	☐	☐
38.	Conduct joint teacher-staff-parent workshops on critical topics.	☐	☐	☐	☐	☐
39.	Conduct telephone polls of a random sampling of parents each month to ask about two-three timely issues.	☐	☐	☐	☐	☐
40.	Establish short-term advisory committees of staff members and parents on priority matters.	☐	☐	☐	☐	☐
41.	Conduct written surveys to determine parent interests, attitudes, criticisms and suggestions.	☐	☐	☐	☐	☐
42.	Develop procedures to provide regular positive feedback to parents as to their children's progress (apart from report cards).	☐	☐	☐	☐	☐
43.	Provide opportunities for parents to help set goals for the achievement of their children and the school as a whole.	☐	☐	☐	☐	☐
44.	Provide counseling by the staff to parents at the onset of student difficulties.	☐	☐	☐	☐	☐
	C. Community Involvement					
45.	Stimulate school-business partnerships.	☐	☐	☐	☐	☐
46.	Develop a cadre of business people, citizens and others with specialized knowledge to serve as speakers in classrooms.	☐	☐	☐	☐	☐
47.	Establish an educational foundation to raise funds for a priority need.	☐	☐	☐	☐	☐
48.	Appoint short-term citizen advisory committees to study current problem areas and make recommendations.	☐	☐	☐	☐	☐
49.	Establish a network of key communicators to be kept informed, and provide feedback, regarding key issues.	☐	☐	☐	☐	☐
50.	Develop a citizens' volunteer program.					
51.	Conduct a program of volunteer services *by students* in the community.	☐	☐	☐	☐	☐
52.	Invite citizens (perhaps senior citizen groups) to lunch at low rates in cafeterias several times a year, followed by a school tour.	☐	☐	☐	☐	☐
53.	Invite neighborhood leaders to speak at school assemblies on current topics.	☐	☐	☐	☐	☐
54.	Sponsor a senior crafts' fair-open house in the school once a year.	☐	☐	☐	☐	☐
55.	Invite residents to co-sponsor (with teachers) student clubs and activities.	☐	☐	☐	☐	☐
56.	Conduct an annual survey of citizens to learn attitudes, suggestions and criticisms.	☐	☐	☐	☐	☐
57.	Seek ways to involve staff members in community self-help or improvement projects.	☐	☐	☐	☐	☐
58.	Offer community groups space for meetings in schools at low cost.	☐	☐	☐	☐	☐
59.	Hold an annual recognition program for citizens and business people who have provided service and assistance to schools and students.	☐	☐	☐	☐	☐

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		Now Occurs	Does Not Fully Occur	Does Not Occur	Value/Priority High	Low
60.	Arrange for student internships at local businesses.	☐	☐	☐	☐	☐
61.	Offer an adult education program.	☐	☐	☐	☐	☐
62.	Establish a special series of activities and programs to serve the interests and needs of senior citizens.	☐	☐	☐	☐	☐
63.	Encourage each staff member to become involved in at least one community organization.	☐	☐	☐	☐	☐
	D. Communication—Information Processes					
64.	Assign one person at the district level as the coordinator of the communication—information program.	☐	☐	☐	☐	☐
65.	Assign one person (or a team) at each school to work with the district coordinator and provide related services at the school level.	☐	☐	☐	☐	☐
66.	Publish a community newsletter every other month about news, achievements and challenges of the school system, staff and students.	☐	☐	☐	☐	☐
67.	Issue news releases related to the system or specific schools to the local news media.	☐	☐	☐	☐	☐
68.	Produce programs on the cable television network.	☐	☐	☐	☐	☐
69.	Publish fact sheets and brochures about aspects of the school system.	☐	☐	☐	☐	☐
70.	Sponsor demonstration classes at a local shopping mall.	☐	☐	☐	☐	☐
71.	Exhibit student projects and art work at malls, fairs and festivals.	☐	☐	☐	☐	☐
72.	Publicize a speakers' bureau composed of staff members willing to speak to community groups.	☐	☐	☐	☐	☐
73.	Prepare a weekly education report or column (by the superintendent) in local newspapers.	☐	☐	☐	☐	☐
74.	Provide placemats with information about special events/activities for use in local restaurants.	☐	☐	☐	☐	☐
75.	Set aside time blocks during school board meetings to recognize student, staff and citizen achievements.	☐	☐	☐	☐	☐
76.	Conduct board hearings on major issues and proposals, with citizens invited to testify.	☐	☐	☐	☐	☐
77.	Conduct an annual public forum, with outside presenters and a reaction panel of the staff and citizens.	☐	☐	☐	☐	☐
78.	Publish a yearly set of district and individual school goals of priority, followed by a year-end report card of progress and new goals.	☐	☐	☐	☐	☐
79.	Conduct an annual recognition program of "superior" staff members and students, and publish an 8-12 page report with photos and citations related to each person's achievements for community distribution.	☐	☐	☐	☐	☐
80.	Conduct an annual evaluation of the system's program of school-community relations. Set new goals and establish or modify processes to achieve them.	☐	☐	☐	☐	☐

EXHIBIT II

Model Survey

Identifying Characteristics of Families in Your School

1. **What proportion of students come from?** (Estimate by %)

   [ ] single-parent households
   [ ] two-parent households
   [ ] foster homes or institutions
   [ ] non-parent households (relatives or guardians)

2. **What proportion of children have ever experienced serious disruption—separation, divorce or death—in the family?**

   [ ] less than 25%
   [ ] about half
   [ ] the great majority

3. **What is the economic/educational status of the families?** (Estimate by %)

   [ ] proportion below poverty level (or eligible for free lunch program)
   [ ] proportion with at least one college-educated parent
   [ ] proportion owning at least one automobile
   [ ] proportion with telephone at home
   [ ] proportion that has undergone serious economic stress within the last two years

4. **What is the racial/cultural background of the families?** (Estimate by %)

   [ ] proportion of racial minorities
   [ ] languages spoken by parents (and identify which ones)
   [ ] proportion from cultural or religious minorities to which we should be sensitive (diet, holidays, medical issues, etc.)

5. **What proportion of children live in families where both parents, or custodial parents, are employed outside the home for most of the school day?**

   [ ] less than 25%
   [ ] about half
   [ ] the great majority

6. **How many children are left unsupervised for long periods before or after school?**

   [ ] less than 25%
   [ ] about half
   [ ] the great majority

7. **What proportion of families are new to the community this year?**

   [ ] less than 10%
   [ ] less than 25%
   [ ] about half

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Checklist on School Outreach to ALL Families

Yes	No	
		1. Is there a policy for informing non-custodial parents about their children's performance and school events?
		2. Do teachers sometimes meet outside school hours with parents who have jobs and cannot easily get away during the working day?
		3. Does the school hold evening and weekend events for its families so that employed parents (mothers, fathers, others) can come to see the school?
		4. If there is a substantial minority language population at the school, are written communications provided in that language?
		5. Is there in-service training offered for teachers on how to deal with problems caused by divorce or separation, such as how to avoid being caught between warring parents, or the impact of family breakup on children?
		6. Are there any special programs, such as peer-group discussions, for students whose parents are separating, divorced or deceased?
		7. Is there an outreach program for parents—especially minority groups—who do not participate at all in school events, e.g., where faculty or parent volunteers are willing to make home visits, or attend church meetings to answer questions, allay fears and explain the importance of being involved in their children's education?
		8. When a particular parent refuses to cooperate with the principal or teacher, is there a school staff member trained to intervene and work with that parent?

Checklist on School Communication

		1. Is there a school newsletter with information targeted to parents' needs and concerns?
		2. Does the school send home a calendar listing holiday schedules, dates of parent-teacher conferences, report cards and major events?
		3. Does the school send home a directory of key school personnel with phone numbers?
		4. Does the school hold annual back-to-school nights and/or open houses?
		5. Does the school have a hot line for parents and students to deal with emergencies, rumors and other "burning questions"?
		6. Do the school policies encourage all teachers to communicate frequently with parents about their curriculum plans, expectations for homework, grading policies and how the parents can help?
		7. Do parents know where to go with their concerns, questions and complaints?
		8. Do teachers inform parents about good things as well as problems?
		9. Do teachers provide regular opportunities for parents to see their child's written work?
		10. Do teachers let parents know what information about the child is needed to help teachers do a better job (e.g., family stress or major changes in family—illness, birth, death, divorce, etc.)

Source: *Beyond The Bake Sale: An Educator's Guide To Working With Parents*, Anne T. Henderson, Carl Marburger, Theodora Ooms, The National Committee for Citizens in Education, Suite #10, Wilde Lake Village Green, Columbia, MD 21044 (In collaboration with: The Institute for Educational Leadership, 1001 Connecticut Avenue, Washington, D.C. 20036, and The Family Impact Seminar, National Center for Family Studies, Catholic University of America, Washington D.C. 20064.)

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AEL's Level of Parent Involvement Questionnaire*

Directions to parents: This questionnaire will provide the Regional Liaison Center with information about how you as a parent, community leader or educator feel about the school your child attends and about your role in the school.

If you have children at two schools, you may fill out two questionnaires. Please complete the information on the back of this form. Leave your name and we will send you a copy of the summarized information.

For each question, please decide if you agree or disagree that the statement applies to your child's school. Then circle the number that comes closest to expressing your opinion:

1 = Strongly Disagree
2 = Disagree
3 = Not Sure
4 = Agree
5 = Strongly Agree

1.	Teachers in this school use either phone calls, newsletters, regular notes, or parent conferences in addition to report cards to communicate my child's progress to me.	1	2	3	4	5
2.	Parents learn from the teachers specific ways to help their children with their homework.	1	2	3	4	5
3.	The school's teachers and principals are open to parents' suggestions and involvement.	1	2	3	4	5
4.	Someone from my family has volunteered time or money to the school during the last twelve months.	1	2	3	4	5
5.	Teachers do not contact parents regularly to discuss student progress.	1	2	3	4	5
6.	The school staff do not send parents booklets about nutrition, health care, or raising children.	1	2	3	4	5
7.	Most of the teachers communicate frequently with parents.	1	2	3	4	5
8.	I feel welcome when I visit my child's school.	1	2	3	4	5
9.	I have visited my child's school at least twice in the past year.	1	2	3	4	5
10.	There is an active parent/school group.	1	2	3	4	5
11.	The school does not offer to parents classes about child growth and development.	1	2	3	4	5
12.	Teachers seek ideas and suggestions from parents.	1	2	3	4	5
13.	The teachers or principal inform parents about what students need in order to study effectively at home.	1	2	3	4	5
14.	I believe that my child's teachers care about what my child's home life is like.	1	2	3	4	5
15.	In general, the staff is frank and open with parents and students.	1	2	3	4	5
16.	The school staff help parents to be aware of family services that are available from other agencies (for example, Health Department, ASCS, or the Department of Human Services).	1	2	3	4	5
17.	It is difficult for parents to contribute to decisions made at this school.	1	2	3	4	5
18.	Parents are aware that teachers are willing to help their children with specific needs or concerns.	1	2	3	4	5
19.	It is easy to make appointments to meet with teachers.	1	2	3	4	5
20.	Teachers do not encourage parents to help their children make the most of their years in school.	1	2	3	4	5
21.	Very few parents visit the school.	1	2	3	4	5
22.	If my child got into trouble at school, I think that the school staff would do the right thing in dealing with the problem	1	2	3	4	5
23.	The principal leads frequent discussions about instruction and achievement with parents.	1	2	3	4	5
24.	Parents are not encouraged by the school staff to read to their children at home, or to show an interest in their children's reading.	1	2	3	4	5
25.	It is difficult to make appointments with the principal to discuss instructional issues.	1	2	3	4	5
26.	Parents who need help in feeding and clothing their children can get help or useful information from the school.	1	2	3	4	5
27.	The principal brings instructional issues (such as improving teaching) to parents for discussion.	1	2	3	4	5
28.	I expect my child to earn grades of C or better, and I make sure my child knows that is what I expect.	1	2	3	4	5
29.	The principal communicates the mission of the school to parents.	1	2	3	4	5
30.	Teachers send classwork home for me to look at.	1	2	3	4	5

THANK YOU FOR YOUR COOPERATION WITH THIS SURVEY.

* Some items adapted from the Parent Attitudes Toward School Effectiveness Questionnaire, by Robert Gable, Christine [illegible] Chamberlain Hall, and Ann Clark (1986). ERIC Document Reproduction Service No. ED 277 733. Used by permission.

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SCHOOL: (check one
___Elementary
___Middle School
___Junior High
___Senior High

What is your tie to the School?
☐ Parent
☐ Grandparent
☐ Relative
☐ Other _____

Educational Level
You Completed:
___Elementary
___Middle School
___Junior High
___High School
___Attended College
___Completed College

	Excellent 4	Good 3	Fair 2	Poor 1
1. How do **you** rate the **principal's** reputation for helping your school do well academically?	4	3	2	1
2. How do your **neighbors** rate the **principal's** reputation for helping your school do well academically?	4	3	2	1
3. How do **you** rate the **teachers'** reputation for helping your school do well academically?	4	3	2	1
4. How do your **neighbors** rate the **teachers'** reputation for helping your school do well academically?	4	3	2	1
5. How do you rate the **academic performance** of students at your school?	4	3	2	1
6. How do your **neighbors** rate the **academic performance** of students at your school?	4	3	2	1
7. How do **you** rate the **behavior** of students' at your school?	4	3	2	1
8. How do your **neighbors** rate the **behavior** of students at your school?	4	3	2	1

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